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Director of Training

10 February 1961

PC/TR

Planning for OC #12

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REFERENCE: Memo to COS, [REDACTED] This Subject, from [REDACTED], 1 Feb. 1961

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1. On 1 December 1960 you requested [REDACTED] a tentative plan indicating how OC #12 could be presented to the second JOT Class of 1961 in such a way as to retain the identity of the class until its orientation and familiarization with the organization, missions, programs, and techniques of the Clandestine Services had been completed during the first five or six weeks of the course. Reference is your answer.

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2. You will recall that the Chief of Training, [REDACTED] had begun his presentation of OC #9 with Clandestine Field Activities, indicating to me that he believed the Operations Course was quite flexible; meaning that to him and to his staff, no particular order of presentation was sacrosanct. I thought this a constructive attitude, one which indicated that we could count upon a capacity to readjust the faculty load according to the requirements of the time and place.

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3. The excellent paper prepared for you by Mr. [REDACTED] indicates that [REDACTED] no longer has this capacity; however, I am wondering if this is not caused by a misunderstanding. To my knowledge, no requirement was ever levied upon [REDACTED] to combine OC and OFC. In fact, during the month of December 1960, Chief of Station, [REDACTED] told me that the best way to meet our requirement was to rearrange OC, leaving OFC untouched as a course. This made sense to me because, as [REDACTED] reported to us, OC contained everything we required from the brand new seed to the full grown tree.

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4. All of this leads me to believe that a part of [REDACTED] difficulty stems from his attempt to combine OC and OFC. In my view, this is totally unnecessary. For two years we presented OFC with a staff of only four officers who were ready at any time to put this course on to a class of 35 or 50 students. I believe that the same number of instructors are now primarily assigned to OFC, but they are also expected to do additional duty in OC. I can see no reason why Chief of Training, [REDACTED] could not revert to the same system which, I am sure you will agree, proved to be earlier so successful.

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5. If we could put aside the problem of OFC and place consideration only upon OC, our difficulty will have been halved. We have little reason now to believe that our July Class of JOT's will exceed 55 in number. OC #12 should therefore enjoy a ratio of approximately one instructor to five students, if we exclude four instructors to present OFC whenever that course is needed. I suggest to you in all sincerity that this ratio for OC is as good as we have ever enjoyed.

25X1A9a 6. It only remains to discuss a plausible rearrangement of OC. I shall be very hard to convince that an OC cannot be devised to move from orientation to application, - from familiarization to skills, permitting several students to be dismissed after five or six weeks, without upsetting the logical order of later instruction for those who remain. In paragraph 8 of Reference [REDACTED] reviews the substance of OC #12 and concludes that from the substantive point of view the main shifts he foresees can be done without any real difficulty.

25X1A9a 7. [REDACTED] sees great difficulty in handling 90 students at one time, and in combining OC and OFC. I would, also; but both of his premises are faulty. If OC had to be presented in its present form to 90 students, it would encounter the same problems we faced in 1954 when we handled several classes of 80 and 90 students. But OC #12 does not have to be presented to 90 students, and it is unnecessary to combine OC and OFC. This is only looking for trouble.

25X1A9a 8. Although [REDACTED] does not say so, I am certain that he would agree that OC #10 could be improved. It had seven hours of instruction in Reporting during the very first week of operational instruction. It included 35 hours of instruction in Photography during its first few weeks. (I was the man who did this in OC #1). It included a Black Border exercise, although we no longer engage in these operations. It asked the student for an S and T report before that subject matter was introduced. It includes the subject of sketching during the early weeks of the course, although this subject will probably never comprise a part of the work of any member of the class. In other words, there are many facts concerning the order of presentation of OC #10 which are clearly open to doubt. On the other hand, no further creation of subject matter is needed for OC #12, not even an evaluation sheet for students, if one determines to restrict his efforts to a re-ordering, instead of an overhaul.

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9. Reference makes it pellucid that we have a task before us of teaching the staff of [REDACTED] something of the interdependence of the DD/P and the DD/I. [REDACTED] supposes that the needs to understand the preliminaries of clandestine operations is different for members of these two Directorates. This assumption is off the mark and accounts, of itself, for one reason it is necessary to combine instruction. How can an NIE concerning Cuba make any sense today without the DD/I knowing the problems [REDACTED] How else explain the delay between the DD/P case officer's submission of a field information report and his receipt of a DD/I evaluation? How else explain the lack of communication between the Directorates? Here is a chance for the staff at [REDACTED] to show its creativity, initiative, and leadership in developing a course which can point the way to new understanding among major components of the Agency.

10. It is not only a matter of high policy that JOT's share a common experience in training concerning clandestine operations, it is also a matter of practical necessity. Apparently, we are still "operating in a vacuum," unable to see how each of the two Directorates need each other, for some still seem to believe that the Clandestine Services need a different type of introduction to operations from that required by the DD/I.

11. I submit to you that your decision to integrate the early instruction in clandestine operations for DD/P and DD/I was wise. We have the staff to do it; we have the subject matter prepared for it. I therefore reaffirm my earlier recommendation.

[REDACTED]
Program Coordinator

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